

A Bb\*.5.62<sup>1</sup>

# BACHELORS BLESSING

ON

Fathers of Children,

Presenting to them, and al teachers

a facile, delightful, and exact way and method of teaching to spel *English* perfectly, and truly within one moneth, and consequently to

read in some measure within six moneths,

and so sure that none yong, or old may

fear to fail, if the teacher fail not

in exercise therof.

*Virtus autem in experiendo.*

The tract consisteth of five sections, first a preamble setting out the occasion of the invention, and the errors, and evil consequences of the old manner of teaching; secondly, observations for teachers; thirdly,

rules for teaching; fourthly, motives to the trial; fifthly, caveats for parents.

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By Christofer Symes. *alias Synis gent.*

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LONDON,

Printed for *Humsfrey Tuckey* at the black spread Eagle in Fleet-Street 1644.



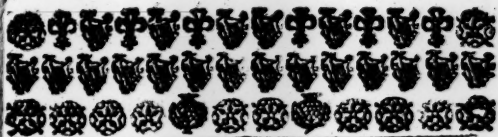
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## An Epistle to the Reader.

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*Courteous Reader,*

**I**F in perusal of the  
preamble of this li-  
tle book thou shalt  
meet with somewhat  
written either in de-  
fence of the subject or the Au-  
thor, censure not too rashly, nor  
suppose that any thing therein con-  
tained can have allusion to thee, if  
thou knewest not the author, nor  
A 2 hadst

## The Epistle

hadst been busy in meddling with, no  
or out of prejudicate opinion in the  
censuring him, or his inventions Ep  
and experiments. For as the *Astro-* bo  
*loger*, *Prognosticator*, and *Almanack-* an  
*maker* saith in his title page (calcu- (t  
lated for this, or that meridian, and pa  
such a longitude, and such a lati- ce  
tude, and may indifferently serve br  
for this, or that circuit of a whole ve  
region :) so say I, the preface, or n  
preamble of this book was com- A  
piled, and written chiefly for the an  
meridian of *Dublin* in *Ireland*, th  
where the Author was so discour- a  
teously handled, and evilly entrea- v  
ted, as therin is without any great n  
rancor expressed. And for this v  
caus, that thou mayest bee prepared  
not



*to the Reader.*

h, not to take offence at any thing  
in therin comprehended, or at this  
ns Epistle, have I compos'd the same.

o= And yet do I easily yeeld, that  
k- both this Epistle and the Preamble,  
i- and the two last parts of the book  
d ( the same beeing divided into five  
i- parts ) were superfluous and unne-  
e- cessary, if this present age had not  
le brought forth a multitude of men  
r- very prejudicate in opinion against  
i- new inventions in the matter of  
c Art, becaus beyond their notion,  
, and also if there were no errors in  
the former methods of teaching,  
- and the same errors produced  
t with them no evil consequences,  
s nor ought to bee prevented and a-  
l voided; and besides, if there were

*An Epistle*

no mistaking in the education of Children, nor any indiscreet choice made by Parents of Sonns dedicated to the *Muses*. But if upon mature consideration such errors bee found, is it not requisite for a common benefits sake to use many words, when fewer would not serve? If there bee any redundancy, let a favorable construction of my ardent zeal for the publick good (to which my conscience and judgement telleth mee, it conduceth) counterpoize it.

The lineaments, parts, and proportion of this patrimie issu are nevertheless extended but to a smal stature even of a dwarf in length and growth. I begot him, brought  
him

*to the Reader.*

him forth, swadled him, and clad him in these short coats, that I might dedicate him to thine, and all the worlds service, which hee wil really and effectually perform, if thou foster him fatherly, and cherish him tenderly, and then will he give both thee and mee, thy children, and their posterity caus to rejoyce at, and to be much delighted in his issu. For thine own childrens and all posterities sake I pray thee contemn him not, but esteem him as thine own. But by all means let his elder brother bee- ing an introduction to, or the art of teaching the Latine speach bee in far greater estimation with thee; for hee it is, who must lead thy son

*An Epistle*

to the top of *Parnassus*.

These births were twins conceived in my brest at one and the same time, and were there smothered forty yeares; and this I brought forth last, becaus it can lead thy son no farther than to the company and society of plain men, and those who dwell in mean cottages, and such who have their businesses among beasts in the fields: but that first born may lead them to a dwelling on the top of *Parnassus* among the Muses, and hath the promise of Kings Courts, and high places of wealth, dignity, and honor. I have not therefore unfitly imitated *Rebecca* the wife of *Isaac*, who knowing that the promise should

to the Reader.

should bee fulfilled in her yonger son, taught *Iacob* the yonger twin to deceive *Eſau* the elder of his fathers blessing. For I knowing that to bee of more dignity than this have given it the first place, although this must be the elder in order, and degree of beginning.

Touching that my method for the *Latine* enough is already said in the Preface thereto, and in some few advertisements enterlaced throughout the whole book, the same points of Grammar beeing thereby to bee taught, which ever were, and ever must bee taught by all men, the main difference from all other methods beeing in the manner of conveyance, only to help

## *An Epistle*

help weak capacities and memories. Wherin the intricate, and perplexed knottines of the *Verb* caused by the infinite variety of *terminations* beeing above one thousand in both voyces respecting the severall signes, and significations of the *Optative*, *Potential*, and *Subjunctive* moods is as touching the last syllables in persons and numbers reduced to twelve heads, *videlicet*, six in the *active*, and six in the *passive*: and the severall *terminations* of every severall person in each number thoroughout al the tenses, moods, and conjugations of both voyces are so laid together, compared, and coupled with the severall *signes* and *significations* of every

to the Reader.

every several person in the *English*, and such terminations of the *English*, as can bee laid and set out certainly, one answering the other, as likewise the last syllables of Adjectives and Adverbs in their several degrees compared as wel in the *English* as *Latine*, that it may easily bee infused into the weakest and obtusest capacity within one quarter of a year to give *English* for *Latine*, and *Latine* for *English*, in any *Verb*, *Adjective*, or *Adverb*, which shal bee named or proposed, which by way of example never was, nor ever shal bee infused into some. And that effect beeing wrought, it may bee truly said, *Dimidium facti, qui benè cœpit, habet.*

Let

## *An Epistle*

Let the most intelligent caviller,  
who carpeth at the conceit, and  
practise before hee catch, and ap-  
prehend the tru sens and use  
thereof, give a full contradictory  
answer to two questions resolved,  
as followeth: first, what is the  
ground, and way of reading? Is it  
any other thing than to know the  
tru sound of every letter how va-  
riously soever transposed in mono-  
syllable or polysyllable, and to di-  
vide polysyllables rightly? and that  
skil beeing attained is not the  
ground, and way of reading at-  
tained? what can bee required more  
than daily exercise? Secondly,  
what is the main and chief ground  
of Grammar? Is it not the tru va-  
riation



*to the Reader.*

riation of the declinable parts; wherof the *Verb* is the most intricate and perplexed? And that skill beeing attained is not the chiefe ground of Grammar attained? I say again and again; The tru ground both of spelling *English* truly by this method, as also of varying the declinable parts of speech exactly by that other for the *Latine* may be laid upon such competent subject, as in each is severally mentioned, within *three moneths*, and sometimes in much less time.

The faults of print in that method for the *Latine*, although many are somewhat excusable, becaus it passed the press with much reluctation, although immoderate gain was

### *The Epistle*

was made thereby, three parts of four in the price of impressi<sup>o</sup>n being wholly gained, and besides the composer at the press so great an enemy to the work, that hee labored by al means to disgrace it. I therefore humbly and earnestly entreat all courteous readers, teachers especially, who either try or view it, not to carp at, but to correct the errors. And if God grant mee life to see it rep. inted, I wil er devor to find out a more friendly composer, where there is choice; in *Ireland* is but one. And then, since no such authentick man, as I have mentioned in my Preface to the *Latine*, wil take in hand to level the last bank therein also mentioned, that is, to reduce the  
*Latine,*

*to the Reader.*

*Latine & English Syntax* to an uniformity without examples, I having prepared it wil also publish it, which (I am wel assured) no moderate man, who taketh it into hand without a prejudicate opinion, wil reject, but courteously embrace and entertain. If any such man after trial do reject and condemn it as a thing of no validity, nor efficacy; I wil cast al the rest of the impression into the fire, which cost mee almost 50 l.

It is wel known to al men that the way of attaining the *Latine* speach hath hitherto been so abstruse and difficult, that scarcely ten of every hundred have thoroughly attained it : insomuch as divers men of ancient time, as *Ramus*,

### The Epistle

mas, Linacer, Melancton, Despauter, Lily, and many more; as also divers modern men yet living in England, and other regions have assayed to make that rugged ascent to the top of *Parnassus* more smooth and passable than formerly: but al, howsoever their pains ought worthily to bee embraced, & thankfully accepted, have left the tiring knot of the *Verb* as they found it. Master Lily only, whose fame is memorable, who scorned not the copartnership of M<sup>r</sup> Robinson in his work, opened to me the gap; and had not the Printers wronged him in absterging out of his Grammar those *tipes* both of the *Verb*, and *Noun*, which he had composed, his pattern,

*to the Reader.*

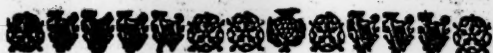
tern, and leading path had been sufficient authority to have gotten credit and estimation to my method, howsoever obscure the Author bee. Bee hee as hee is, divers moderate men have embraced, and do follow it, and as a grave gymnasiarchy said of it, al teachers wil one day see it. Leaving my self and it to the censure of the judicious, who doubtles wil try both before they judge, because without tryal there is no judgement, I remaine

*Thine, if thou be thy sonns friend,*  
C. S.

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The first thing I noticed when I stepped  
 out of the car was the heat. It was a  
 sticky, oppressive heat that seemed to  
 wrap around me. I had heard that the  
 weather in New Orleans was terrible, but  
 this was something else. I had been told  
 that the humidity was unbearable, but  
 I didn't realize it would be this bad.  
 I had come here for a vacation, but  
 it felt like I had been thrown into a  
 furnace. I had heard that the people  
 were friendly, but I didn't realize they  
 were so... so... I don't know what  
 to say. I had heard that the food was  
 amazing, but I didn't realize it would  
 be so... so... I don't know what to  
 say. I had heard that the music was  
 incredible, but I didn't realize it would  
 be so... so... I don't know what to  
 say. I had heard that the people were  
 so... so... I don't know what to say.

*[Faint handwritten text at the bottom of the page]*

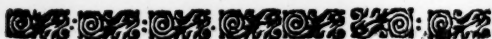


*Ad lectorem male feriatum, invidum,  
& detractorem.*

**I** Christofer Symes, Rich of (what? saist thou)  
Say, truth's oft hid, search out, more maist thou  
Cast s, nor fals imposture, and vain lies, (know,  
But real, plain arts, long hid Misteries.  
Take hi to s, and laugh, thou think'st it trash;  
More proper 'tis for mee, I know th' art rash.  
From him, by whom we are, wee move, wee live,  
What I received have, I freely give.  
If learned thou, fits thee an envious ey?  
Feeld to the reasons, or the methods try.  
If not, judge not, nor say beyond thy reach,  
Teach thou thy grandame, or her gander speach.

*Si tibi libet irridere me ex opinione,  
Mihi licet irridere te ex cognitione.*

*Thou laugh'st at mee, thou think'st it wel.  
I laugh at thee, I cans can tel.*



*Ad candidos lectores.*

**Courteous fathers of children.**

**Y**ee Maia's sonns, fathers of sonns behold,  
For your sonns good, two Misteries I unfold;  
The one of teaching Latine cal'd the art;  
This must begin, though it be second part.  
Refuse wee hony, which poor flies do make?  
Refuse wee down beds, which from fowls wee take?  
Refuse wee clothing, worms and sheep did bear?  
Refuse wee bread-corn out th' earth ox did ear?  
Refuse wee beeing hungry, dainty fish,  
If it bee brought us in an earthen dish?  
Do pleasant fruits tast il from poor mans ground?  
Are Arts the wors, becaus mean author found?  
What if an ide' of first did find and chuse,  
Wil wise men a fair neever way refuse?  
What is in either promis'd to make good,  
The Author dareth hazard life and blood.  
If hee on al in two mon' ths ground-work frame,  
Others in three may wel perform the same.  
At first when proofs were made, some cri'd impo-  
Others impossible, unles hee conjure. (sture,  
Let envy rage, cry what it wil, or may.  
Who proves, shall find, each an effectn'al way.  
Glory be Gods, who made inventi'on ours,  
Your sonns the profit be, the pleasure yours.

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of a





# A Bachelors blessing on Fathers of Children.



He King and princely prophet,  
that holy singer of Israel *Da-  
vid* in his 128 Psalme pro-  
nounceth, and declareth those  
men happy, and blessed, who  
fear the Lord, and walk in  
his wayes; hee promiseth them blessings in their  
labors, blessings in their wives, blessings in  
their children. As *David* promised to the righ-  
teous those blessings: So, though in a far  
inferior nature, as one, who would esteem  
it his great honor, and glory to bee the servant  
of a renowned King, or a religious Prophet,

dare I almost as confidently promise to all yee, noble, gentle, and courteous Fathers, of whatsoever degree or order, whom *Dauids* Lord, and our good God hath already made, or may hereafter make so happy as to have your tables beset with Olive branches round about, who desire to have those Olive branches your sonns according to the rule of *Solomon* the son of *David* taught, and instructed in the trade of their youth, in and by this poor Bachelors blessing containing both hearty wishes, and real endeavors to shew yee a smooth, easy, and fair way, by which yee may begin to lead your sonns into the track and path of *Dauids* fear, and *Dauids* wayes guiding both to terrestrial and temporal, as also to celestial and eternal blessednes, and may your selves in the cours and pursuit thereof, whilst those your Olive branches are yong and tender, receive as much contentment in their first step therunto, which must bee literature, as can bee wished or obtained. Yee al desire earnestly ( I doubt not ) to settle your sonns in as fair a way for temporal estate, as your thoughts can conceive; and some of yee are more specially careful to prepare, and fit them for a spiritual building, an everlasting habitation. This not made with  
hands,

hands, but eternal in the heavens, as also that  
 terrestrial settlement to bee had either by the  
 grace and favour of the King, or advancement  
 by the War, Arts, Law, or service yee seek to  
 attain for them, and to prepare and fit them for  
 by one and the same way, that is, instruction in  
 literature; yee send them to Schole, that through  
 the rudiments they may bee made competent  
 subjects to have the liberal arts infused into  
 them, and so bee made capable of the *Kings* ser-  
 vice domestick, or military, or the civil Ma-  
 gistracy, or that they may undertake one of the  
 great and most gainful professions, *Divinity*,  
*Law*, or *Physick*. Some of yee peradventure  
 wil say, I would give any reward that my son  
 could bee made a scholer, or might bee taught  
 only to read and write; Yea, some of yee have  
 said it to mee, when your sonns were some of  
 them fully past, and others almost past boyes  
 age; and some of them have by this method  
 following exercised on them by my self attain-  
 ed to read, and more also, when they were  
 utterly despaired of for ever reading. And in-  
 deed hitherto it hath been an hard task to in-  
 fuse the skil of reading the native language  
 into al, and almost impossible, as teachers best  
 know: but to teach al to understand the

*Latine*, much more hard and impossible.

If I shall now shew yee such an easy and familiar way of teaching to read *English*, whereby it may bee brought to pas that none, not the dullest fail, and that the effect may bee wrought with dalliance, ease, and delight both to the teacher and learner, without any manner of toil, pressure, or austerity ( which is irksome to children, and much discourageth ) and that before any accomplish seven yeares of age, beginning at five, if they have good speach and pronounciation, and that slow and imperfect, yea stammering speach may bee very much mended and rectified, and ( which is the greatest benefit of al ( that much aid and relief may bee given to weak and slender capacities and memories ; I do assure my self, that al yee literate fathers ( those excepted, whose honors, high places, dignities, and gravities, it may not become to dally with children ) wil not suffer your moderate and discreet judgements, to bee preoccupied and prevented with prejudicate opinion, and envious, ignorant, boyish, or womanish detraction, which in these dayes thorough easy credulity swayeth deep judgements too much; but wil your selves bestow one half hour of vacant time in each day on your  
own

own child, and try this way and method which is a meer trick and toy without labor, yet effectual, and not leave the proof thereof to women, or such dū-men, whom the most perspicuous demonstration will scarcely make intelligible in, and capable of the conceit.

And if your experiment shal confirm unto yee the efficacy, I am no les assured that yee being not ignorant that yee ought to defend, and advance a common good, wil commend the validity thereof to such other honorable, high, grave and worthy persons, whose weighty affairs and employments in the administration of temporal and Ecclesiastical matters and causes wil not permit them to stoop to the view of such mean contemplations and practises, that their great patronage joyned with your lesser, may both concur, and countenance the conceit and practise for 'the good of this present age, and al posterity. It will scarcely bee worth the name of a book, forasimuch as it wil bee like a smal cottage compassed about with large walls, having a wide gate and entrance. Therefore have I directed it as an Epistle general to yee al, and a childles mans blessing on yee al, and on your children becaus it concerneth yee al, and your children most of al.

When

When I first laid it together with my pen, I was not, nor yet am much solicitous to concile to it any special patron, because I knew it was necessary it should get some approbation before it would be authentick. For I am not, nor ever was the worlds darling, neither do I affect its favors, if they be superfluous. But I have rather learned by its disfavours, frowns, injuries, oppressions, and perfidious friendships to condemn them, and to know that I am a favorite of the *Omnipotent*, who made the world, and mee to do these works therein, and to bee therefore rewarded, and despised by many in the world, After your own trial, I know wel, yee wil of your own accord adhere more closely and constantly to the defence and patronage therof than al my reasons, demonstrations, arguments, and motives can without that induce you.

My greatest care is to discharge a good conscience, not to bury that talent which my Creator hath bestowed on mee ; although I know that many men ( such is now the pride and envy of this age ) because former ages had it not, and because they were not so taught, or because it transcendeth their capacities, until they see or prove , wil condemn and slight, and upon  
the

the first view before reading and trial, will shoot the bolt of their censure, it being *Ultra crepidam*, out of their element, and wil rashly say, Is this al? or, is this so great a matter? or, I could have done this my self; or, this wil come to nothing; or, what needed al this? were not children taught before this fellow was born? what can hee do more than other men? multitudes of men have endeavored to find out a more facile, and ready way of teaching to read, and of teaching the *Latine*, and could not find it; and doth this fellow think that hee hath found it? Yea, I am confident that I have found both, and in an Epistle to our Sovereign Lord the King, to whose gracious Majesty I have humbly Dedicated that method for the *Latine* imprinted in the year of our Lord God 1634. at *Dublin in Ireland*, I have undertaken to prove the same upon any dullard whatsoever with hazard of his Majesties displeasure. What greater hazard could I undergo?

My experience of the efficacy of the Methods, both of that for the *Latine*, as of this also for reading *English* (which may bee followed in other Languages with like succes) assureth mee, that maugre the uttermost spite  
of

of envy and detraction, they will live and bee of valu, and in use after my deceas, if not before, to the worlds end. To that end therefore, that I might win and gain credit, estimation, and authority to the severall experiments, I have in the West part of my pilgrimage before the sun of my day decline too low to execute it, forsaken al other employments and preferments, and betaken my self to the publike practise of both; wherein although sometimes my labors have not been answered with reward, and respect, but oftentimes fel short even of thanks, love, and ordinary courtesy: notwithstanding the validity, and efficacy of the methods, ( which I my self, and some few others yet only see and know ( which al others, if they wil prove and practise, may aswel see and know ) giveth mee contentment, and encouragement to profess, and practise, which els I had left, and discontinued long since. For in the prosecution therof I have met with as many discouragements, and disheartenings as was possible, and as much clamor, calumny, and disgracefull reproch as could be cast against, or heaped on a man; as, that I was an Impostor, becaus the effects following, as some supposed, were impossible, and if they  
were



were done, they were not done in Gods name ; but it was Conjurat[i]on, as they called it, and would not hold. But whether these noises were stirred by the malicious vigilancy of some pestilent Vulpian adversary ( for in my dayes I have hunted the fox ) or, whether by any private spirit moved with particulac envy ; or, whether by the giddy hare-brained multitude, who , notwithstanding the poverty of their minds and spirits , judgements and capacities have a transcendent opinion of their own virtues and abilities, some of the transcendency of their holines above other mens, others of the transcendency of their civil honesty above other mens, a third of the transcendency of their natural wit, and general skil in al matters above other mens, therupon assuming to themselves liberty of censuring, judging, condemning, and exploding al matters, and al men not adhering to their societies, fraternities, and factions, and amongst the same my self, and my methods out of their prejudicate opinion that there could be no such Art, either to instruct children having perfect speach and pronounciation, though but four years of age within one moneth to spel tru *English*, that is, to give every letter howsoever transposed its own tru sound,

sound, and place upon the question, syllable after syllable, memory being not charged, and confounded with two at once, the children having never seen a letter in a book, or to instruct children reading *English* wel within as short a time artificially, readily, and truly to give *English* for *Latine*, and *Latine* for *English*, throughout all *Verbs* regular, and irregular (*defectives* only excepted) they being supplied with the consonant, vowel, or syllable, which must precede (i) the *termination* of the *preterperfectens* of the *Indicative mood*, until Master *Lillies* Rules were learned to form the same, I know not: but this I know wel, that albeit I never failed to perform either of those tasks upon any one, whom I undertook, wherof many proofs have been made, and more might have been made, and albeit I never promulgated, or proclaimed any such skil, (but other persons, who saw the several effects did divulge them) nor did at any time, because I my self knew them unheard of, and almost incredible, defend my self and the methods, until manifest proof had confirmed them, and then I writ and printed a short *Apology*: notwithstanding few men read, beleaved, or regarded what I writ, unles they, who heard, and saw the several experiments.

And

And some of them, whose sonns had the benefit therof to an indifferent high progres, albeit knowing men attributed it wholly (as the sequel moveth mee to think) to their childrens ingenuity, not to the method, or methods, with which if their sonns had not met, they might perchance have run out three times as long a thread of time before they had attained so much, or it may be never have attained it. Some cried, delusion or imposture; some (as I said before) wiser than the rest cried impossible unles hee conjure; some self-conceited men affronted, and derided mee to my fate, (but I returned them gal for their worm-wood) one stigmatized mee not worthy to live; many envied, and traduced mee; yea, I became a scorn and derision to the boyes in the streets, and they also affronted mee at mine own doors, as if I had been some notorious Juggler or Mountebank. To which contempt doubtles they were instigated out of the scorns and derisions of some of more years and authority, whose years and authority moderation and charity might better have becommend than envy and calumny. Yea more, now after many and manifest proofs made of the validity and efficacy of that method for the *Latine*, and after the impression, and publication therof, that which before it came to publication,

lick and open view, was esteemed so strange and impossible, and which may thereby bee as easily effected by al teachers aswel as by my self, is now by many ( for as yet few have embraced and tried it ) contemned, and disregarded as a thing of no valu ; although some teachers have embraced, proved, and wel approved it. If first to esteem strange and incredible, and then to reject, bee not inconstancy and levity, what is it ? Al this, nor my disrespect, slender reward, no reward, il reward, nor injuries doe either daunt or discourage mee ; but my hope and confidence that that great arts-master who gave mee the talent, and set mee on work, wil pay mee my wages, overcommeth al fanatical feares, discouragements and discontentments.

These two meditations, one divine, *Redde rationem villicationis tuae*, the other moral, *non nobis nati sumus, ortusque nostri partem patriae vendicat*, spur up, and incite mee to make known these my experiments ; few other encouragements have I had as yet. If any shal ask when I first espied the validity thereof, I answer, in my very youth ; if why I have not discovered them in the whole cours of my life until now ; I answer again, I got no leasure by

by reason of a fox chace, which ran out twenty years of mine age. Yet I may truly say, that in the *interims* of my vacancy for the space of above twenty years from time to time I exercised the same privately for some one friend or other, becaus I was much delighted with the efficacy therof. For above so long time since, even as soon as I was grown up above a boyes years, in some smal measure apprehending mine own misery *ab origine*, and the contingency of the misery of mankind both in the general and particular, and having taken notice of the austerity, and rigor of some rigid fierce teachers, and also of the waywardnes, obtusenes, and perversnes of some dul untractable scholers, and seeing the method of instruction to bee for the most part a book, a rod, and scourges for the blockish, and condoling the misery of some, who even until they were almost grown men, had spent and dunced out their whole life in the Schole to litle or no purpose, I observed likewise that some of them to avoid that continual torture and scourge, under which they lived, did desperately fly from the Schole, their Parents, and Governors undergoing a vagrant cours of life until they were recalled, wherupon some great *Gymna-*  
C
*sarchies*

*fiarchies* have not spared to say, that they sent more to the warrs than to the *Academies*; that some others after they had been so liberally bred free from servile bondage almost until mans age, were then by reason of their non-proficiency utterly taken of from the liberal Sciences, and transferred to some mechanick, or questuary trade, which by reason of the indiscreet, and barbarous usage of an heathenish master became so great a bondage to them, that when their parents, guardians, or governors had given a great sum of money to their Masters, who had taken them Apprentices, and had likewise engaged themselves in as great, or peradventure a greater sum for their du and true service during their apprentice-hood, abhorring such extream servility and bondage without respect to their parents, or friends engagements, forfeitures, and damages, or the hazard of their own persons betook themselves to the warrs of forraign Kingdomes, and warlike fortunes; that a third sort of non-proficients, through the eagernes of fond indiscreet parents not able to judge of the mettall, spirits, capacities, and abilities of their own children were transferred, and promoted to the *Academies* before they were furnished with ingenuity, and sufficiency

ciency meet for Academicks, who being there scoffed, and scorned for their ignorance became more slothfull and negligent than before; and when they had there lazily and luskishly spent a few years being by reason of their disability uncapable of any Collegial advancement, and by reason of their parents disabilities to maintain them there any longer being enforced to seek a subsistence became by the help of some powerful mans commendatory Letters too early English Preachers, when it might have be-  
seemed them to have been no more than good readers; that a fourth sort entring as unseasonably, and unpreparedly into the Universities as the former having vigorous bodies, but rude and boisterous spirits, and minds empty of virtue and grace rashly and unadvisedly fled from, and out-ran the *Academies* betaking themselves to no Calling or profession, but abhorring learning for the difficulty of attaining it applied themselves wholly to an idle, loos, dissolute cours of life, and to the practise of divers unlawful means to support it.

And as I had observed those passages and occurrences in the Grammar schole and Universities, so I looked lower, and noted the peevishnes and bitterness of many of the first

teachers to read, both men and women, some publickly exercising it as a trade, others privately teaching their own child, most of them using much severity and austerity; yea, some of them sometimes much cruelty upon the duller sort, whom I my self have seen some women rather torment and torture than teach, holding them bawling, bleating, weeping and driving over a book, even trembling with fear, still having their hands over them, either lashing, knocking, nipping, pricking, or pinching them. When I had considered what terror and affrightment this kind of handling was unto them, many of them being thereby made more dull than nature had made them, and from thence abhorring the very name of a schole, and of a book; I observed likewise the great indiscretion of some parents, who are wont themselves, and no les suffer their servants also to threaten their children being infants with sending them to schole, yea, and indeed it is a common custome among many of them, to send little infants to schole with a rod at their girdle, so in the beginning terrifying them, and deterring them from that, to which they ought rather to induce, and intice their tender years with all mildnes and encouragement.

Lastly,



Lastly, as I looked into mean Cottages, so casting mine eye into great Halls, I saw amongst the Nobility and Gentry many Noble and hopeful yong Plants very inconsiderately, carelessly, and injuriously robbed, & deprived of precious time not to be recalled; I mean, their tender years of childhood and boyhood profusely spent upon qualities, and practises fitter to have been reserved until they had been thorowly instructed in their *Native language*, and the *Latine*; the want of perfection in both which will be a far greater maim, and blemish unto them than any forraign Language, which perchance hereafter may be despised, or pace, and countenance, on which oft-times they wast, and indeed cast away pretious time, can be grace or ornament. So by that means many of them grow up even to so many years, that they seeing this thing called learning not to bee attained without much difficulty, great labor, and long expence of time take no delight at al in it, but even loath the book and Schole, and affect either a courtly life, which is indeed proper for them, or els noble and generous sports utterly relinquishing al manner of study and discipline, and for ever after abandoning al books. This observation, though in a pitch above my reach,

yet thus far concerneth mee in my love, and honor of the Church of God, of the glory and renown of my *Soveraign Lord the King*, of my *Native countrey*, and *learning*; without which last *Gods Church* cannot so spread and flourish, as with and through the same it may; nor our glorious *Soveraign* bee more renowned than by it: for thereby may hee have learned and wise Counsellors able with wisdom and integrity to administer justice in the Commonwealth, and to lead and guide his hosts in war. This troubled my thoughts most, and a work of weight it is, how to bring it to pass, that love to learning might bee begotten, and settled in their noble, and generous minds and fancies before they accomplish the age of fifteen or sixteen years; for if before that time they attain it not, they never attain, or love it. Those other qualities, practises, and languages, as *Dancing*, and the *French* must be continually exercised, and much time must be spent therein, or els they forget; and if they do continu them until they grow almost men, yet then they learn again a new garb, contemning what they learned in their child-hood, and are indeed more fit to learn them then, because they have then present use thereof, and wil have more judgement  
to

to learn, and retain them. How vainly then and fruitlessly was that time worn out and wasted in their childhood and boyhood, whilst they are perchance deficient in their own, and the *Latine* language, much more excellent and commodious? And how much, and how great dammage the Church of God, the *Common-wealth* of the *Kingdome*, and the *Muses* doe sustain, if the sonns of the *Nobles*, and *Gentry* bee not *lovers* of *learning* and *science*, but *illiterate*. One *learned Nobleman* is of more dignity and power, and more able to advance the fame, and glory of the *Church*, the *Common-wealth*, and *Muses* than multitudes of the sonns of *Vulgar* and ordinary persons. These observations concurring with the il opinion which I had conceived of some prolix and abstruse comments upon *Logick* and *Philosophy* at my first entrance into the study therof in *Oxford* (whither I was transferred from the Grammar schole, as many others then were, and stil are, both thither, and to other Academies too early before young years could, or can have judgements meet for so perplexed a study and science) stirred up, and sharpened my thoughts and meditations to the disquisition of some more easy, familiar, delightful,

yet thus far concerneth mee in my love, and honor of the Church of God, of the glory and renown of my *Soveraign Lord the King*, of my *Native countrey*, and *learning*; without which last *Gods Church* cannot so spread and flourish, as with and through the same it may; nor our glorious *Soveraign* bee more renowned than by it: for thereby may hee have learned and wise Counsellors able with wisdom and integrity to administer justice in the Commonwealth, and to lead and guide his hosts in war. This troubled my thoughts most, and a work of weight it is, how to bring it to pass, that love to learning might bee begotten, and settled in their noble, and generous minds and fancies before they accomplish the age of fifteen or sixteen years; for if before that time they attain it not, they never attain, or love it. Those other qualities, practises, and languages, as *Dancing*, and the *French* must be continually exercised, and much time must be spent therein, or els they forget; and if they do continu them until they grow almost men, yet then they learn again a new garb, contemning what they learned in their child-hood, and are indeed more fit to learn them then, becaus they have then present use thereof, and wil have more judgement

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ful, and pleasing way of teaching the *Latine* speach, also to read the *English*, than had formerly been received and practised.

Manifest it is and needeth no argument to prove it by reason, that al Science after the first invention therof is, and must bee acquired either by precept or imitation, and by none other wayes or means, and that Infants attain their native language by litle and litle from the nurs, and such others, whether parents, servants, or bigger children dallying with them meerely by imitation without any manner of precept; of which they being not capable, but the organ of the ear affecting their comon sence with delight, and the common sence finding the readines, and volubility of that instrument the tongue to bee wagging first warble therewith one syllable, then another, at last all, so that in the end they are able to pronounce any word whatsoever. Which I considering, and withal, that in their native language they pronounced words, syllables, letters, of which the same speach printed consisted, began therupon to look about mee, and to examine wherein the difficulty of reading the same rested, so many after much toil, austerity, bitternes, and torture bestowed, and exercised on them failing in the end,

end, and likewise to examine why, and whether children and others might not bee taught the faculty of reading by the ear, and imitation, aswel as the faculty, and facility of speaking by the ear, and imitation, when as the difficulty of reading consisteth in the pronounciation of the letters truly, and distinctly in their various and manifold transposition.

In this search I saw there were to bee considered the persons teaching, and their manner of teaching. The persons teaching were, and stil are for the most part women, or some poor men, who apply themselves thereto, as to their last refuge for sustentation of a needy life, as others do to Saint *Peters*, or Saint *Georges* sign an alehouse, that they may live lazily. Such kind of teachers ( I dare say for them, could they sustain themselves by any other means, would not undergo so great a toil as their manner of labor, and practise therein is for so slender a reward as their wages, it beeing but two pence, or at the most but three pence weekly, which is yet more than some of them can deserve. For many of them ( I wrong them not ) know not a vowel from a consonant, nor a diphthong from a vowel, nor the number of either, nor the true pronounciation of either, much les the reason of their

their names, or the necessity of a vowel in every syllable, as may appear to bee tru, for that many times they mistake the sound of the first letter *a*, and pronounce it as *e*, and so teach it, in like sort corrupting the sound of other letters. How then can such teachers instruct tender and weak capacities effectually, and to the life of reading? Notwithstanding so little reckoning is there made of teaching children *à primordis* to read (which indeed is the only time to work upon their fancies) that most people (some few excepted, who have private domestick teachers) applaud those teachers, partly becaus they falsly imagine that the point of learning consisteth only in their childrens wit, time, the book, and following them ( as they cal it ); partly becaus the teachers wages is slender, and droppeth from them easily by degrees, and insensibly, until pretious time bee spun out irrevocably, and after many years, and great growth many dulle children more indocile, and untractable than they were at first beginning by how much they are disheartened, and their voices, and pronunciations more dulled, and blunted than they were by nature. As touching the manner of teaching these teachers know none other way, than forcing the memories of children to retain



tain so many lines, and words as they shal  
before run over to them, the tru division  
wherof perchance in polysyllables they them-  
selves mistake, never meeting with some of  
the letters at al in the books of entrance, much  
les with the seferal transposition of the seve-  
ral consonants before and after the vowels.  
How then can children weak of capacity, and  
memory, and slow, and imperfect of speach  
attain the tru sound, and pronounciation of the  
consonants, which are so variously transposed  
in seferal places? and how shall they bee en-  
abled to change the tones of their voices to  
every consonant readily, and to read roundly?

Yet many ignorant busy-bodies, men, who  
have neither wit, nor wil to act the part of a  
teacher, wil bee censuring, and wil make con-  
clusions that they would do this, or that if they  
were teachers, when as, if they were, they  
would want al that teachers should have, that  
is, art, method, and discretion. For a teacher  
ought not only to know what hee goeth about,  
but hee ought also to keep method, and order in  
teaching, and to bring what hee teacheth to  
the capacity of the learner with as much facili-  
ty as may bee, and chiefly hee ought to bee en-  
dued with discretion (wherewith few busy  
censurers

censurers are endued) to handle children, and to deal with them according to their constitutions of body, and dispositions of mind, and capacities of wit, and spirit, which skill may bee learned of good *Caryers*, and good *Carters*. A good *Carter* considereth, and observeth the mettall and freenes of his beast, and lasheth only the sluggish. But let every teacher take heed of following the example of the *Carter* too far, lest hee do more hurt than good. A good *Caryer* layeth not equal burdens on every beast, but lesser, or greater, heavier, or lighter according to the stature, and strength of his beast; him a teacher cannot imitate too far.

But lest I spend reasons upon busy bodies not endued with reason, and seem to inveigh against censurers, and pedancies (which is not the scope of the work in hand) and so provoke them to bee pettish, and peevish, becaus I know that they do as much as was wont to bee done, or ever could bee done in any age before them, and as much as is required, or expected at their hands, that is, teach children, or others to read, if they can, I wil rather reconcile them to mee by shewing, and directing them (if my rules, and directions may penetrate their capacities) of how they as wel as literate parents may teach on  
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al even the most dul spirited children, or other persons to read easily without vexation, or toil on either side, yea, even delightfully both to themselves, and the learners; some wherof happily they may meet with, whom, unles by this method, they, nor any man whosoever, shal ever teach to read effectually by any devise before this extant whatsoever.

To teach acute ones is no great mastery; but for their sakes I write not. It is familiar, and almost innate (as I may say) in such aswel to read as to speak: yet a great mastery it is for them to spel truly, and consequently to write truly. This method is of such force, if it bee thoroughly pursued, that by it both yong, and old aswel the dul as the witty, if competently endued with speach, and the senses of sight, and hearing, may with litle expence of time bee taught to spel truly according to the sound of the letter, and consequently to read.

But to spel *English* according to the *etymology* and significations of words derived from the *Latine*, and some other languages goeth beyond the sound of the letter, and is a point of *Grammar*. So far as it consisteth only in the sound of the letter, I dare undertake to perform it upon such competent subject afore-mentioned within

within one moneth or two at the most with hazard of my head. And then why should not al literate, and sensible men by the same way perform the same work? If any man bee pleased to make trial of the directions, as they follow, hee wil soon perceive the efficacy of the method, which if within three moneths, or two, or one sometimes wil lead a child, or other learner to spel truly, and readily, and if then the knowledge of the letters wil afterwards bee attained in one week (as it easily may bee) doth it not then necessarily follow that that child, or other learner must speedily read, when as hee is readily prepared upon the first view of every monosyllable to give each and every letter its tru sound, and of polysyllables also with the help of the teacher in division at first? wil any man endued with common sence deny, or contradict it? Let the teacher toil himself, and the learner with any book whatsoever, hee shal never work the like effect on al subjects, nor on the acutest within the same time.

Some men (I fear) wil behold this litle shop, and few tools, as also that other for the *Latine*, as the ruder, and more ignorant sort of people coming into artificers shops ful of curious tools,

tools, and instruments meet for their own arts, or by them framed for other mens arts, as *Geometry*, and *Astronomy*, or into *Silver*, and *Copper-smiths*, *Clock-makers*, *Watch-makers*, *Joiners*, *Carvers* shops, and the like, or as upon view of an exquisite *Chirurgions* silver instruments behold, and gaze upon the same crying out, what is this, or that instrument good for? so upon the first view hereof they wil suddenly, and scoffingly cry out, What shal al this do to children, or yong learners? Here is an answer ready for them. Let no man herin expect any precepts for a child, or other learner; for the directions are intended only for the teacher; becaus it resteth altogether on him, whether dullards profit, or not. By this method al are to bee taught by their ear, and from the teachers mouth, and pronounciation before a book bee shewed them, and when a book is shewed them, the teachers hand, tongue, and ey must assist the learner in division, as herafter more at large.

Obfer-

*Observations for Teachers.*

**T**He first observation to bee made of those, who wil teach children, or others to know the tru, and distinct sound of the letters, and to spel, and read, is the harmony, consent, and order of the voice, which consisteth of five parts, or members; and those are the throat, tongue, palat, teeth, and lips.

The second, that the voice may not unfitly bee compared to instruments of musick, which doubtles had their invention from the voice. For as the concavity, and hollownes of instruments whether moved with the hand, or wind yeeldeth a sound; so doth that hollow, and empty part of the body above the midrif give a sound, and voice. And as by laying on a finger on the severall, and divers stops of instruments their notes are changed, sometimes raised higher, sometimes depressed lower: even in like manner is the voice, or sound proceeding out of the throat changed from letter to letter by the closing, shutting, or opening, or touching the *tongue* with, and upon the other instruments of the voice, that is to say, the *teeth*, *lips*, and *palat* of the mouth with the *throat* the chief part, or member.

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The third, that of the four and twenty letters the five vowels only *a, e, i, o, u* are pronounced with open mouth out of the throat with some smal difference in the motion of the other instruments therewith; and therefore no sound, no syllable, no voice without one of them, except whooping, crying, bleating, or some antick voice.

The fourth that the other nineteen letters, *b, c, d, f, g, h, k, l, m, n, p, q, r, s, t, w, x, y, z* cannot bee pronounced without one of the vowels joyned, and therefore called consonants, becaus they sound together with the vowels.

The fifth, that *i* and *u* before themselves, or any other vowel in the same syllable, or sound become consonants.

The sixth, that *w*, and *y* after *a, e*, or *o* in the same syllable are pronounced with open mouth, become vowels, and make diphthongs, of which more shal bee said hereafter.

The seventh and most necessary is, how the consonants are severally touched, and closed together with the vowels by the several instruments of the voice; touching which if every severall consonant should bee particularized, as they might bee, multiplicity of rules, and directions would rather puffle, and confound

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some capacities than lead, and inform them.

Let them therefore observe, and inform themselves that these seven consonants *b, f, m, p, q, w, y*, as also *v*, when it becometh a consonant standing before a vowel in the same syllable cannot bee pronounced and sounded without the motion of the lips more or les, either by opening them beeing closed, or by closing them beeing first opened. And that al the rest of the consonants are for the most part pronounced with the tip of the tongue thrust against the teeth with some other litle variety of closing the sides of the tongue with the upper teeth, except *h*, and *k* which caus each side of the tongue to close with the upper jaws, or teeth on each side of the month.

Since these observations seem probably effectual to lead the capacity of every man, who wil teach, to the tru conceit of the work in hand, I hope no man wil bee so rash, and fantastical as to censure, and conclude them to bee superfluous, and frivolous before hee have acted a part in the play. If any man wil bee doing, hee knoweth, or might know, how *Salomon* calleth him, who wil bee meddling.

*Rules*



*Rules in Teaching.*

**V**When any man wil teach infants, or any person of more years, let him by al means make it a sport, or play in the handling, let him not do it eagerly, nor with much earnestnes, lest therby it seem tedious, wearisome, and irksome ; for the opinion of difficulty doth much exeruciate ; the nature of man abhorreth tediousnes. If hee deal with infants, and smal children, let him first win their affections to himself by pleasing their fancies, or palats with toyes, or trifles, as hee shal perceive them severally affected.

Let his next work bee to teach them to pronounce the four, and twenty letters with a full tone, and if hee bee pleased, to reckon up their number.

When they can pronounce them, hee may then likewise, if hee wil, let them know ( but it must bee done by often inculcation, and it may bee done afterwards at leasure by degrees, as they grow more capable ) that five of the four and twenty letters are called vowels, without one of which no syllable can bee spelled, no word pronounced, or voice significant.

uttered, and that the residu are called consonants, becaus they make syllables, and words beeing joyned with the vowels, but not without them.

In al the following cours and progres of teaching to spel, and read, there wil bee litle or no need to force, or charge memory. For tru pronounciation, and distinction of the consonants before and after the vowels by the orderly gradation following wil bee catched, and attained beyond expectation at the farthest within a quarter of a year, if only half an hour of each day bee bestowed. I my self have alwaies performed it upon al, either tender infants, or elder dullards wearied, and dunced out, and despaired of for ever attaining to read, even within one moneth with no more expence of time in each day than half an hour, which effect together with that other of teaching children to vary the *verb* within one moneth brought upon mee that weakly grounded imputation of an impostor, or a conjurer.

After a full, and perfect pronounciation of the letters is obtained, the teacher may endeavor to draw, and lead them to the spelling of a single consonant with a vowel thoroughout the alphabet,

phaber, wherein if hee find the pronounciation of the double consonants *x* and *z*, or *w* and *y*, or any other to come hardly, and that hee cannot work their mouths thereto, hee may spare them to the last, and at length they wil easily come.

Let him proceed in al by question ; as thus, how, or with what letters spel you *ba*? to answer to which at first hee must draw them to the imitation of himself in moving, warbling, and working his own lips, and so for other letters with the other instruments of his own voice as sharply as hee can touch them, but with such a kind of whispering that hee hide the vowel, whereby they may observe the true twang of the consonant. But if hee cannot bring them to it that way, let him name, and pronounce fully to them one consonant and one vowel, first asunder, then together, as thus, *b, a, ba*; and if hee can once induce them to give that one, the other four vowels wil easily follow upon the question ; so natural, and easy is the pronounciation of the vowels. And the teacher wil find that they wil bee more apt to pronounce the consonant before the vowel in the same syllable, which I cal prepositive, and therefore make it the first gradation, as *ba* rather

ther than *ab*, which I cal subjunctive, and make the second gradation. And of al the consonants learners wil bee most apt. to pronounce *b, d, p, t* with the vowels.

When hee hath led them to give a consonant prepositive thoroughout the alphabet, wherein hee must omit none of the consonants, except those reserved afore to the last, becaus of their difficulty in pronunciation, and the litle use of *x* and *z* in the prepositive order in the English, his next work must bee to lead them to the pronunciation of the consonant subjunctive to the vowel by the like manner of question, and working the instruments of his own voice for their imitation, as neer as hee can; and that is the second gradation.

Both in the first gradation, and in the second also the consonant beeing subjunctive it wil soon appear to him that proveth, that, if hee have once drawen them to one consonant and one vowel, the other four vowels wil follow that consonant, and al other consonants upon his question as nimbly as on either side breath can produce, and utter speech, imaginarily as swiftly as a whole flock of sheep would follow the bel-weather thorough a gap into a better pasture.

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The next and third gradation must bee the vowel in the midst between two consonants thoroughout the alphabet ; as *bab, bac, bad, bas, bag, bak, bal, bam, ban, bap, bar, bas, bat, bax, baz*, and so thoroughout al, changing turns. For in the question every consonant must bee made both prepositive, and subjunctive to each other, and in changing turns none must bee omitted, neither vowel, nor consonant, except *x* and *z* for the reasons aforesaid : wherein no man can doubt, or think it difficult to pass thorough al, if hee pursue the consonants one after another by their order of place ; for by that time hee cometh to the last, every one will have had his place, and turn, both prepositive, and subjunctive.

In this gradation, as also in the two former the teacher must observe that the vowels *i* and *u* in the prepositive order are used as consonants, and that *w* and *y* are never set before *v* in the prepositive order, nor *y* at any time before *i*.

And that *w* and *y* in the subjunctive order after *a, e*, and *o* change their sound, become vowels, and make diphthongs.

And that after *i* neither *w* nor *y* can stand in the same syllable, nor after *v*, except *v*

become a consonant and *y* a vowel.

And that *q* is never used or pronounced at al in any word or syllable without *v* after it as a consonant.

And that *c* and *g* in their prepositive order differ in their sound with *e* and *i* from their sound with *a*, *o*, and *u* : for with these they are alwaies pronounced sharp and short ; as *cap*, *cape*, *cage*, *can*, *car*, *care*, *cole*, *come*, *cope*, *cur*, *cure* : with the other two *i* and *e* *c* is alwaies sounded long, as in these words, *incest*, *incite*, *except*, *reconcile* ; and *g* sometimes long ; as in *generation*, *Virgin* ; and sometimes short, as in *give*, *get*, *begin*.

The teacher therefore shal do wel to omit the sounding and proposing of *c* and *i* with *c* and *g*, until the learner come to the use of the book, and his judgement, and memory bee growen a litle riper, and stronger.

In this third gradation, and the fourth, and fifth following, the teacher may take occasion to observe which of the consonants make most variety of speech by their severall, and manifold transposition, and change of place, which are indeed *l*, *m*, *n*, *r*, called liquids, and for their various changes, mutables. To these *s* is not much inferior, for *s* may have four several

ral places in transposition with al the same liquids, and mutables, except *r*, and with *r* but three : but with other three consonants, namely *k, p, t*, five places, and exceedeth the mutables; as for example, *bla, alb, bal, lab*; *bra, arb, bar, rab*, two changes wherof with the vowel included are couched in the third gradation; the other two make the fourth, and fifth gradations one prepositive, the other subjunctive. Now *s* hath four places with the liquids; as for example, *sla, als, las, sal*; *sma, am, sam, mas*; *sna, ans, san, nas*; *ars, sar, ras*; but not *sra*; and five places with *k, p, t*; as for example, *aks, ask, ska, sak, kas*; *aps, asp, spa, sap, pas*; *ast, ats, sta, sat, tas*; two changes wherof are couched in the third gradation, one in the sixth following prepositive, and the other two in the seventh following subjunctive. Here also it may bee observed that *s* beeing joyned with *p* and *t* in one syllable, and varied with *o* do make more significant words than any four letters in the alphabet : for they make six; as *stop, spot, sopt, post, pots, tops*; and four more insignificant might bee made; as, *opts, ospt, ptos, tosp*.

That the teacher may apply al transpositions of the consonants to the learners capacity, and  
may

may make him expert, and ready in giving, and pronouncing al at first push upon the question, hee must observe that in the *English* speech there are thirteen diphthongs, and that the sixth, and seventh gradations afore-mentioned arise out of the transposition of some other consonants besides *l, m, n, r*, as partly of *s* with *k, p, t*, and of divers others, some by two together without a liquid, some by three together without a liquid but very few, some by four together without a liquid but fewer, and of little use, many with a liquid or mutable adjoynd both by three and four; as first in the prepositive order *bu, gu, qu, squ*, and in other languages *su, zu*, but not in the *English*; *dw, fw, tw, thw*; *ch, sh, th, wh*, sometimes *gh, ph, sph, ps*; *chr, shr, thr*, sometimes *phr*; *sc, sk, sp, st, scl, spl, scr, spr, str*; and secondly in the subjunctive order, *br, cr, fr, pr, st, xt*; *let, net, ret, mpt, lst, nst, rst, dst, ngst, rnt*; and in vers sometimes figuratively a vowel beeing taken away in the midst *lpt, rpt, shd, shr*, as *helpe* for *helped*; *carpt* for *carped*, *push't* for *pushed*; *rld, rms, rns, rls*, (and in some other languages *lsk, nsk, rsk*) *ks, ps, ts, lks, nks, rks, lps, mps, rps, lts, nts, rts*; *ck, dg*; *ch, sh, th, tch, lch, uch, rch, leth, nch, rch, deb, fib, pth, lftb, ngth, rmtb*; *gh, ght, ghtb*; *ph, mpb*,



*mph, xth*; *ue, lue, rue, gue*, sometimes *lgue, nque, rgue*; rarely *lque, nque, rque*, sometimes *que*: but many of these are seldome used in the *English*.

Whosoever wil teach, shal of necessity take notice that, as the *transposition* of the *liquids* maketh the *infinite variety* of *language*, so the two last gradations, that is, the sixth, and the seventh, which both are sometimes added together by four, five, six, or seven, yea sometimes eight letters into one syllable, the prepositive, and subjunctive orders closing a vowel, or a diphthong in the midst, and *ve* with those other consonants adjoynd, *v* becoming a consonant, and the thirteen diphthongs, that is, two vowels pronounced together in one and the same syllable, namely *ai, ei, oi*, with *i*, and sometimes *ay, ey, oy*, with *y* in stead of *i*; and *au, eu, ou*, with *u*, and *aw, ew, ow* with *w*, whose only difference is in the length of sound, and *ee, oo, ea, oa* make the difficulty of pronunciation, spelling, and reading.

Unles some of the gradations aforementioned bee coupled together, or *e* bee added to the third gradation to lengthen the last consonant no syllable of four letters can bee made, much les of five, six, seven, or eight.

Those

Those few syllables, that consist of eight letters have three consonants before, and four behind the vowel, as *strength*, or els three before and three behind, and a diphthong in the midst, as *straight*, or els two before and four behind, and a diphthong in the midst, as *thoughts*; and those of six and seven letters are much alike.

To make the learner quick and expert in pronunciation, and answering, the gradations must bee prosecuted, and inculcated according to the order in the gradations following, that the learner may bee led from two letters to three, from three to four, from four to five, from five to six, from six to seven, from seven to eight, beyond which there is no number in one syllable. In prosecution of which gradations the teacher may, if hee wil, go thorough the alphabet with al the consonants, which wil stand prepositive, or subjunctive by adding one consonant before or behind each of the gradations; as *brab, crab, drab*; *bolt, colt, dolt*, or the like; or by closing the prepositive and subjunctive order together, as thus; *bla, and, bland, bli, ind, blind, bri, ing, bring*, or the like in such of the gradations as wil bee closed together to make one syllable.

There

There is not one change to bee found thorow the whole alphabet, but is here met with; yet somewhat more must bee said hereafter touching producing, and founding the consonants long with *e* after them, and sharp, and short without *e* after them, and of *v* as it becometh a consonant after a vowel with *e* following it, and somewhat of *s*, when it is added in the end of a word.

It wil bee an easy matter to prosecute the five first gradations with al changes both of vowel, and consonant thorowout the alphabet, though al bee not set down; and in them the teacher shal not need to hunt, or labor long; hee wil soon see his desire, and an issu of his smal pains in leading a child, or other learner to give five letters in a syllable: the greatest toil wil bee, and most time must bee spent upon the two last gradations, and the diphthongs, for therein is the knot. And if a single consonant, or more bee added eicher before the vowel in the subjunctive gradations, or behind the vowel in the preposive gradations, as they shal bee put in question with the twofold, threefold, and fourfold consonants after they are fixed singly, as easily may bee, it wil avail much, and likewise if the same order bee pursued

sued from consonant to consonant before the vowel, it wil teach the scholer to rime wel, and perchance afterwards make him a good Poet, or at least beget in him a delight to read poetry, wherof hee may chuse that, which shal instruct him aswel in divine, as moral virtues, if hee wil.

When the teacher cometh to the diphthongs, hee can propose only nine of them, and to those nine only can answere bee returned without words or syllables significant or not significant : for only these nine *ai, ei, oi* either with *i*, or *y*, and *au, eu, ou*, with *u*, and *aw, ew, ow* with *w* can bee proposed, and returned ; the other four *ee, oo, ea, oa* cannot bee proposed, or returned without words such like as these, *breed, brood, bread, broad ; beet, boot, beat, boat ; meet, moot, meat, moat, teeth, tooth, feet, foot.*

The inclosure of the vowel, or diphthong in the midst betwixt three and three consonants, and betwixt three and four, which is done by closure of the sixth, and seventh gradations after their single orders prepositive, and subjunctive are wel infixed, wil bee as easy as the closure of the vowel between two liquids, and two other consonants. When the learner sticketh in his answere to syllables enclosing a vowel,

vowel, or diphthong between divers consonants, the teacher may help his capacity by dividing the syllable, and asking first the prepositive part, and then the subjunctive part, and at last the closure of both. But by all means hee must beware of prompting, or suggesting: for that will distract the learners capacity, take him off from the members of his voice, which are his track, and path, and will bring him to a gaze, even as the Hunters hollo upon the view of the Hare oftentimes taketh of a pack of dogs from good hunting, causeth them either utterly to loos the sent, or not to recover it until it grow a cold sent. Let the teacher rather caus the learner to hunt counter, (as sometimes hounds do, but they go wrong) that is, to go backward from the last, and longest degree to the first, and shortest of one vowel, and one consonant, and so fetch him in again.

Since I my self have seldome failed to perfect the matter of spelling, and making the learner fit for the book within one moneth, if his pronunciation were good when hee came first to mee, which otherwise will require more time, I know no reason why every teacher, and every literate man holding the same cours  
with

with his own child, or other learner should not as easily, and speedily finish the same work. For I have not concealed or hid any thing, as the following tract together with what is already said, wil shew. And I hope, so much is already said, as wil vindicate the necessity, and efficacy of the method in teaching to spel, read, and write truly from al scoffs, and cavillations, and wil stop the mouths of al scoffers, and cavillers.

Howsoever enough is already said to ingenuous men; yet that it may bee brought to the meanest capacities, becaus I desire it may bee hid from none, but that al literate men bee enabled to act a part in this play, I suppose it necessary to lay open the whole body, and scope of the work in a table, or tipe to their view al at once, that so with one glaunce of the ey they may behold al the varieties of the transposition of the consonants afore-mentioned, and seeing the same may accordingly apply, and practise it.

Here followeth therefore a tipe and table of al the degrees, and gradations, and the severall changes, and transpositions of the liquids, or mutables both with other consonants, and by themselves, and also of al the other single,  
twofold,

twofold, threefold, and fourfold consonants being in number seven, three wherof are prepositive, and other three subjunctive, and one inclusive, with the vowels set behind the prepositives, and before the subjunctives, and included in the third gradation, that every sensible man may easily apply them, wherein none is omitted, either mutable, or other consonant, which wil stand before or after the vowels, or before or after each other in the same syllable. Al the mutables wil not stand each before, or after other, nor wil bee pronounced with every other consonant, nor every other consonant each with other. Those therefore, which wil not close and bee coupled, are omitted, and al, which wil close one with another, and bee pronounced together either before, or after the vowels are set down, and mentioned in their orders, and some are twise rehearsed becaus of their difficulty, that they may bee applied to the learners capacity together with others, with which they seem to sound alike, that hee may more easily learn to distinguish them.

E

The

The four and twenty letters.

A, B, C, D, E, F, G, H, I, K, L, M, N, O, P,  
Q, R, S, T, U, V, X, Y, Z.

a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, q, r, s,  
t, u, w, x, y, z.

A, B, C, D, E, F, G, H, I, K, L, M, N, O, P,  
Q, R, S, T, U, W, X, Y, Z.

a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, q, r, s,  
t, u, w, x, y, z.

Vowels 5 *a, e, i, o, u.* *i, u,* Sometimes Con-  
sonants.

Consonants 19. *b, c, d, f, g, h, k, l, m, n, p,*  
*q, r, s, t, w, x, y, z.* *W, y,* sometimes vowels.

Liquids or mutables, *l, m, n, r.*

First gradation of Consonants prepositive.

*éa, ca, da fa, ga, ia, ha, ka, la, ma, na, pa, ra, sa,*  
*ta, ua, qua, wa ya, xa, za,* and so thorough-  
out al the Vowels, *a, e, i, o, u.*

Second



Second gradation of Consonants subjunctive.

*ab, ac, ad, af, ag, ak, al, am, an, ap, ar, at, as, ax,*  
*az*; and so theroughout al the vowels,  
*a, e, i, o, u.*

Third gradation inclusive.

Of Vowels included between two Consonants.

*bab bac bad bas bag bak, bal bam, ban, bap,*  
*bar bas, bat, bax, baz*; and so thoroughout al  
the Vowels and Consonants changing turns.

Fourth gradation prepositive with liquids.

*bl, cl, fl, gl, pl, sl.*

*br, cr, dr, fr, gr, pr, tr, wr.*

*gn, kn, sn.*

*sm.*

*mn, but rarely.*

*a*  
*e*  
*i*  
*o*  
*u*

Fifth gradation subjunctive with liquids.

*lb, ld, lf, lg, lk, lp, lt, ls, lx, lz, lce, lge, lve.*

*rb, rc, rd, rf, rg, rk, rp, rs, rt, rx, rz, rce, rge, rne.*

*nd, ng, nk, ns, nt, nx, nz. gn, su, nce, nge.*

*mb, mp, ms, mz.*

*sm, zm.*

Two liquids subjunctive. *rl, rm, rn, lm, ln, mn,*

E 2

These

These three last *lm, ln, mn*, and those other subjunctives *sm, zm, gn, sn, lz, mz, nz, rz*, and *mn* prepositive are hard to pronounce, and may bee left to the last, and some of them spared altogether, becaus they are seldome used in the English.

Sixth gradation prepositive, some without liquids, some with liquids.

*Sc, sk, sp, st; scl, spl, scr, spr, str.*

*ch, sh, th, chr, shr, thr; ph, phr.*

*wh, gh, ph, sph, ps.*

*zh*, in other languages, not in the English

*bu, gu, qu, su, zu*, but not in the English

Since *gh, ph, sph, ps, phr, su, zu, bu*, are of little use in the English, they may bee left to the last, and *zh* spared altogether.

Seventh gradation subjunctive some with liquids, some without liquids.

*a c, ce, lce, nce, rce. ck, ke.*

*e d, g, ge, dge, lge, nge, rge.*

*i ch, sh, h, tch, lch, nch, rch. rarely, lsh, nsh, rsh.*

*o lth, nth, rth; rarely dth, fth, pth, xth, lth, nth, rnth*

*u gh, ght; rarely ghts, ghtk, ph, mph.*

*sk,*

- a sk, sp, st, rarely dft, lft, nft, rst, ngft.*  
*e Seldome, or never in the English lsk, nsk, rsk.*  
*e ks, ps, ts; lks, nks, rks; lps, mps, rps; lis, nis, ris.*  
*i bt, ct, ft, pt, st, vt; lct, nct, rct; lpt, mpt, rpt.*  
*o rnt, rld, sh'd, sh't, these ten triple Consonants*  
*are for the most part used figuratively.*  
*u ve, lve, rve; rarely, gve, ngve.*

*lgve, rgve; lque, nque, rque;* are seldome, or never used in the English language, and may bee spared altogether; as such others may bee.

Five consonants are never joyned together in one syllable unles figuratively, some vowel being cast away from between them; as in this word (thought't) for (thoughtest) or the like.

*Oh, ah.*

These two, and many of those compounded with *ve*, when *v* is a consonant are seldome used in the *English*, some of them not at al.

And some of those rare ones afore noted make not two words either ending alike in the subjunctive order, or beginning in the prepositive order.

*These by themselves for difficulties, and distinction sake.*

*ia, ga, gua, qua, squa, bua*, and so with al the vowels, though some of the'n are never used with al the vowels, nor can bee pronounced with al of them; for example who can pronounce *buu*?

*Diphthongs,*

*ai, ei, oi*, otherwise *ay, ey, oy*.

*au, eu, ou*, pronounced short.

*aw, ew, ow*, pronounced long.

*ee, oo, ea, oa*.

These four last cannot bee proposed unles in syllables significant or not significant; as thus or in the like, *reed, rood, read, road; breach, breech, brooch, broach; head, heed, hood; meet, moot, meat, moat; tooth, teeth; foot, feet*.

The use of *e* to lengthen a consonant, and to distinguish it beeing pronounced long from the same consonant pronounced short is shewed in *c*, *k, g, &* may bee followed in al other consonants.

The use of *s* subjunctive to other consonants in the ends of words is shewed in *k, p, t*, and may bee followed in the rest of the Consonants: the practise and pursuit wherof will teach

teach the learner to discern numbers asunder, to know when hee speaketh of one, when of many.

„ Under these heads and gradations lyeth the  
„ difficulty of pronunciation. and therefore of  
„ reading, the skill wherof consisteth in the  
„ tongues volubility more than in ey sight. For  
„ if the teacher cannot lead, and draw the  
„ child or other learner to a good, and ready  
„ pronunciation, hee may weary his scholer a  
„ long time with a book, or books, and yet not  
„ bring the end of his work to pas. Whosoe-  
„ ver pursueth this method by running over  
„ these gradations, every day one of them by  
„ question shal soon bring the learner to a nim-  
„ ble, and perfect pronunciation, and so shal  
„ speedily see an issu of his labor according to  
„ his own hearts desire.

„ Let him not fear to make a childs pronun-  
„ ciation too quick, and nimble, so that hee pro-  
„ nounce every letter fully : for the error on that  
„ part may bee easily mended ; a nimble speach  
„ may soon bee slackened enough, and made  
„ slower at any time ; but a dul, slow speach, if  
„ it bee habituated, and continu until seven, or  
„ eight years of age, wil scarcely or very hard-  
„ ly bee ever quickened, or sharpened. Besides  
„ it is a great disadvantage, and hinderance to

„ them in the conceit, and apprehension of the  
 „ sound of long syllables, but a far greater in  
 „ the apprehension of the Latine, when they  
 „ shal come to learn that, and wil try the tea-  
 „ chers patience, and urge him to great labor,  
 „ if hee mean to do good. Yet hitherto it hath  
 „ been a common error in the first teachers to  
 „ read ; both mothers, and others to accustome,  
 „ and inure children to a dul, sluggish, and a  
 „ kind of singing speach, which they mistaking,  
 „ not knowing the sequels inconvenience, and  
 „ indeed mischief, falsly cal deliberate. These  
 „ heads and gradations of spelling beeing live-  
 „ ly, and cheerfully inculcated by question wil  
 „ prevent that inconvenience, and give life, and  
 „ spirit to the child : for hee wil immediatly  
 „ make spelling a pleasure, and sport to him-  
 „ self.

As I said before, there wil bee litle, or no dif-  
 ficulty in the five first gradations ; but the sixth,  
 and seventh wil perchance require a moneth, or  
 more in weak, and imperfect voices by reason  
 of the difficulty of pronouncing *b, c, g, h, q,*  
 and *ue* subjunctive, and *w* with other conso-  
 nants, and by reason of the multiplicity of con-  
 sonants in one syllable, and by reason of the  
 diphthongs, the tongues of some children bee-  
 ing

ing short, and they not able to strike the tip therof against the teeth, nor to thrust it out far enough, as the teacher shal perceive in some syllables, as in *ast*, *ath*, *atch*, and any compounded with *h*, or the like. To help that imperfection, which is indeed helped partly by thrusting out the tongue, partly by drawing in the lower jaws, the teacher shal do wel to cal on them to thrust out their tongues, and to draw in their lower jaws upon the producing of such syllables, which strike so much upon the tip of the tongue, or otherwise trouble the pronunciation, and by his own pronouncing therof to induce them to the imitation of himself. I my self by so doing have wrought some children from a very imperfect speech, and pronunciation to a good, and perfect. But it were better that the teacher rather spare those double, and threefold consonants of rare use, and those other difficult ones than vex his scholer, if hee perceive that hee cannot work his mouth therunto. For mine own part I never failed, nor doubt that I shal ever fail in any, neither doubt I to prevent, or at least to help stammering very much in them, whom I shall undertake, at, and from the first entrance.

It were to bee wished that Printers would  
concur

concur with their endeavors and assistance to avoid that confusion, and distraction, which troubleth the apprehension of the learner as wel thorough the want of *e* in many words, as in these, videlicet, *mee, thee, hee, shee, wee, yee*, and in these words, *viz. bee, see*, and others of the same sort, which oftentimes are printed with *e* single; as also thorough unnecessary, and superfluous use of *e* alwel after diphthongs, as also after *i* in the ends of words, when *y* were fitter to bee used in stead of *i*, and no les after *o*, and *u* when it is a vowel, and after double consonants, and too often before *s* in the ends of words, when it maketh the word only signify more than one; in al which *e* is for the most part added superfluously. For where it is neither founded, or pronounced, nor produceth or lengtheneth the consonant, which it followeth, what necessity or caus is there to use it? becaus, although knowing readers understand what it is, or should bee, yet it troubleth a learner, in asmuch as every vowel in the *English* ought to have its ful sound, except *e*, when it is added to a consonant in the end of a word to lengthen its sound, which is short in al consonants, *k, x, and z* excepted. What caus or need is there then to write a consonant double



ble in the end of a word, or in the middle, when a consonant followeth in the next syllable, since al of themselves are pronounced short. unles *e* bee added in the end of a word, or syllable to lengthen the sound of the consonant, or unles *e* or some other vowel follow in the midst of a word in the next syllable following that consonant? And what need hath a vowel, or a diphthong, or a double consonant of *e* in the end of a word? Are not vowels, diphthongs, and double consonants ful, and long enough in sound of themselves? as for example is *do*, or *go*. or *so*, or *du*, or *ir*, or *day*. or *boy*, or *law*. or *few*, or *now*, or *wind*, or *mind*, or *hand*, or *land*, or *word*, or *sword*, or the like more or less in sound *e* bee- ing added, unles two syllables bee made ther- of? As unnecessarily sometimes is *e* used in the ends of words both after single consonants following a diphthong; as for example in these words, *souls*, *clouds*, *maids*, *pains*, *loins*, *heads*, *weeds*, *woods*, or in any of the like sort what need is there of *e* before *s*? as also after consonants doubled with *s* in the end of a word what need is there of adding *e* before *s*, unles wee wil have two syllables made therof? for of necessity so it must seem to a learner, if *e* bee added.

But to prevent the sounding of *s* too sharp  
after

after a vowel, or a diphthong made of *i* or *y* *e* is used needfully before *s* in the ends of words; as in these words, *lies, flies, spies, daies, joyes*, and the like.

It is likewise used needfully after a single consonant in the ends of words to lengthen its sound as wel without *s*, as when *s* is added, for that there is none other way of distinction received, al consonants (except *k, x,* and *z*) beeing alwaies pronounced sharp, and thort unles a vowel follow: for els how should *hat* bee distinguished from *hate*, *mil* from *mile*, *spit* from *spite*, *bid* from *bide*, *gap* from *gape*, *mils* from *miles*, *canns* from *canes*, *cats* from *cates*, *rats* from *rates*, *carrs* from *cares*, *currs* from *cures*, and infinite multitudes like these? and it is necessary after a few double consonants, namely *lg, ng, rg, dg, lc, nc, rc, lu, ru*: as in the seventh gradation. It is expedient therefore that the teacher bring this last recited difference to the learners capacity, conceit, and apprehension before hee touch a book, which hee may pursu with every vowel before every consonant; whether the syllables bee significant, it is not material.

And to hold the same cours of pursuing the question with each, and every vowel before and  
after

after  
gle  
po  
ord  
and  
bee  
the  
wil  
the  
they  
is a  
alik  
wil  
and  
and  
this  
stan  
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O  
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after al the gradations of consonants as wel single, double, threefold, as also fourfold both prepositives, and subjunctives successively by that order, in which they are set down in the Map, and Table, and as nimbly, and speedily as may bee, one on the neck of another, when one of them is begun, wil avail much. For the order wil exceedingly help the learners capacity in the distinction of such consonants, which, when they are coupled with *h, k, n, p, t, w*, or *ue*, as *v* is a consonant, seem to sound, or fal somewhat alike. And nimble prosecution of the question wil draw from the learner a nimble answer, and by that speed sharpen, and quicken a dull, and slow speech. But if the teacher find that this last distinction of the severall consonants standing single at the end of a word with *s* annexed, and without *s*, and with *e* before *s* and without *e* before *s*, wil not bee infixed, and fastened without difficulty, and vexation, let him not force it eagerly, let him rather forbear it until the book bee taken in hand; for then it wil bee done easily enough, if the rest bee confirmed.

One thing more is to bee noted, which every man, who wil observe, may easily see, and know; that is, that every vowel is not used in significant words with every gradation of double,

double, triple, and quadruple consonants ; peradventure with some of them only three of the vowels, with some other only two, or ( it may bee ) but one, as with *bu* only *i* or *y* in stead of *i*, as *buy*, *build*, *built* ; with *dih*, *ph*, *lfch*, *ngth* only *e* ; as *breath*, *depth*, *twelfth*, *length* ; with *rnth* only *a*, as *warneth*, and so with other consonants : but whether significant, or not significant, it is no matter ; any vowel bringeth the learner to the knowledge of the consonants place in the several changes, and transpositions.

Let not the publick, and professed teacher fear that this cours wil take up more time than the old way ; for hereby time may bee gained ; under one labor, and by one question proposed to many at once hee may get a joynt answer, and a merry one, if hee deal merrily with children. But when they come to the book, they must of necessity bee severally, and particularly dealt withal, in pursuit wherof hee shal not need to bestow one half hour of a day on each ; and yet with every dayes exercise of half an hour within two years shal hee easily teach the dullest child to read perfectly before the child come to seven years of age, if hee begin at his age of five years, and acute ones much sooner.

The

The teacher having fetched thus much out of the learner ( which indeed native speech giveth him with the help, and assistance of the teacher in making him master of his tongue ) as to spel syllable after syllable, whatsoever bee proposed, those rare and difficult ones beeing excepted, which on my part (I say again truly) I seldome failed to effect within one moneth, not bestowing half an hour of each day thereon, then may hee take a book of a good full letter, and shew the learner the letters one after another, and as soon as hee hath shewed him one, let him lead the learners ey from line to line by his own finger, and pointing, not the learners, until hee have pitched on many of the same sort, and so thoroughout al, hee wil find it a more ready, and pleasing way than by single letter in an alphabetary way.

That beeing done, and the learner beeing able to distinguish the letters, hee must not yet leave him to himself to sit down, and take a book into his own hand, to sing, and bawl over it; for then wil hee get il habits of pronunciation: but let him stil administer al the helps for the childs ey, and pronunciation, that can bee thought upon. So shal hee, if hee exercise teaching as a trade, ease himself of old accustomed

med labor, and do his work sooner. Let him set the child on a stool to a table with a book on some smal desk before him to help his eyesight. One book may serve al, and one, and the same child may bee taught by many books, so that they bee al of one, and the same letter, and when hee is somewhat perfect, then a book of a smaller letter; for variety of books is better than to beat stil on one book, becaus in divers, and several books hee shal meet with more transpositions, and change of the place of consonants. And let him at first lead the childs ey with his own hand, not the childs hand to words of one syllable, and to many of the same sort one after another nimbly; for thereby wil the child, or other learner soon catch the conceit of al monosyllables. The only difficulty wil bee in the divison of words of many syllables. To teach him divison therefore hee must stil apply, and carry forward his own hand with some smal feather, or such like thing for that purpose, to that letter, and every letter, where the word must bee severally cut, and divided, so to lead on the childs ey.

To quicken and sharpen speach, and help capacity in stead of prompting, and suggesting, I held the same cours of warbling, and working  
with

with the instruments of mine own voice upon the consonant, or consonants of that word, or syllable, where the child stuck, hiding the vowel, never touching upon that. And this course I hold until I had wrought perfection, sometimes hiding with my finger the subjunctive part of the syllable, sometimes the prepositive part according to the child's doubting, that so hee might more easily close both upon the sudden after the order of spelling aforementioned. This trick of touching the consonant, or consonants, where the learner stoppeth, and doubteth, with the members of the teachers voice, so that it bee done amply, and speedily, hath a marvellous power, and efficacy in leading the learner to a ready, and speedy change of his voice to al manner of transposition, whatsoever cometh before his ey. By this means could I induce little children newly entered to read with mee, when they would not read with others; whereupon together with that suddenness in spelling, and varying the Verb readily, and truly, was raised an opinion that it was juggling, or imposture, or some magical art, or conjuration. Now this wonderfull thing (indeed a thing of nothing, that I may so say, or of no value) is discovered, I

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think

think to the obstinately wise in their own conceits it will seem ridiculous, as that other for the *Latine* doth. No matter, Let it seem what it wil, in such manner and phrase as I can, I have discovered it, that it may bee conveyed to others. I know my wages.

If the teacher begin with *Dauids psalms* in a full letter, and among them the 119 *psalm*, hee shall find almost in every section the same words often repeated, to which the child's eye may bee drawn at an instant, so to confirm his conceit with multiplicity of the same words. By this kind of familiarity together with the method have I prevailed with very indocile ones, imperfect of speech, and weak of wit, scarce sound of mind, and brought them to a good speech, and an indifferent good capacity: whereof what notice their parents, and friends have taken, I know not, neither do I think it good to tel them. For it is almost enough to provoke a quarrel to tel parents that their son is not witty, although hee bee a very funge, almost an idiot. But I know wel that some of them have found how ingenuous their sonns were, beeing taken of from my method before it had wrought its full effect, when as they had thrived wel thereby, and would have proceeded



proceeded answerably, if the same method had been followed.

Thus after the best manner, and phrase, wherewith my litle reading hath furnished mee (and how could I read much, who was all the prime part of my life even twenty years together wolf-woorried with litigious suits beeing defendant in more than twenty, provoked of purpose to vex, and undo mee ?) have I after many experiments made of the method, which never failed in the yongest, or most superannited dunce, demonstrated unto yee the use, and practise therof, that the same may be accordingly practised by al literate upon al illiterate. I have thought good to divulge both the methods, whilst I am in beeing rather than upon my dissolution, and rather whilst I am in good state, and strength of body than to defer it until decrepit old age, to the end that if any man doubt of their validity before trial, wherin consisteth their virtu, and authority, and not in appearance, and reading over the book, and should tender mee some durty cowheard, or swinheard, supposing that hee hath set mee a task beyond my skil ( which hath already been done, if it could have plunged mee ) I might be ready to make good my

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assumption,

assumption, and that if any Schole-master, who hath under his charge, and instruction such a boy, or boys, into whom in effe hee could infuse nothing at all, and would bee courteously pleased to put mee, and my methods upon the proof, hee might see it thereby performed, which I dare undertake, as I have already said in my Preface to the *Latine, Sub capitis percento*, if I bee allotted mine own time therein also mentioned.

If a publick teacher may thus easily perform this work on many with little expence of time, a private teacher may much more easily perform the same within the same time upon one son, or one, or two privat scholars.

*Motives to the trial and practise of the  
several Methods.*

**T**He same observations aforementioned, and the same considerations, which moved mee to the disquisition both of this method, and of that other also for teaching the *Latine* with the small expence of time required to produce the first severall effects of the severall methods are sufficient motives to induce every man,

man, who is able to act a part herin, and to whom occasion is offered of teaching his own child privately, or other mens children by publick profession, to make trial of either; upon the proof, and practise wherof hee shall find neither of them to be a spongy, and frivolous conceit, but this real, and effectual for the matter of teaching to read, to instruct al manner of persons, yong or old, sound of mind, endued with speech, hearing, and ey-sight, as is requisite as aforesaid; and that other as effectual to instruct al boyes, either acute, or obtuse in the *Latine* with ease, and alacrity, and more than ordinary celerity; so that to yee, fathers, I speak, take yee note that these methods be practised on your sonns, and your sonns instructed thereby, for none of them need to fail in attaining the understanding of the *Latine*, if they shall first be made docile, apt to be taught, and lovers of the book by this gentle, and familiar way of teaching, as they may be, if the teacher wil.

But peradventure some men even *Iosuahs* sonns of *Nus* yet not indued with the spirit of *Moses*, who wished that al the *Lords* people could prophecy, wil repine, object, and complain that *Eldad*, and *Medad* prophecy in  
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the host, that there is too much learning in the world; and therefore what need of any more helps to learning? They are not so charitable as *Saint Paul* (whose learning they may neither doubt nor question) who wished that not only *King Agrippa*, to whom hee then spake, but that al then present, who heard him speak were both almost, & altogether like himself, his bonds excepted. And doubtles upon such a publick hearing and examination of such an eminent person as *Paul* was, and before such a supreme judge as *King Agrippa* was, and at the trial of so great a caus as *Pauls* caus was, it beeing the caus of our *Saviour Christ* the worlds wonderment then vehemently opposed by the chief of the *Jews* there were present a confused multitude of all degrees & ages. If such *Iosuahs*, or any shal say, What should a sword do in a mad mans hand, who hath not discretion to weild, or use it? or what should a ring of gold do in a swines snout? were not an iron ring good enough, and fitter to keep him from rooting? I think that then every moderate man of sincere and mature judgement wil close and conclude with them that oftentimes indiscreet choice is made of persons dedicated to the *Muses*. For every crow thinketh his own bird whitest; every

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every Mechanick, and Plebeian wil breed his son a Scholer, how unfit soever nature hath made him. If I say the truth, and my observation ly not, but upon just ground have spied a fault worthy of amendment, I hope that no man either *omnifariam*, or *multifariam*, or *mediocriter doctus*, ac *sannus* wil censure mee to bee too peremptory, since what I say, can no way reflect upon him. But if I shal shew a way how that error, and mischief may bee prevented, I presume my advertisement wil bee at al hands embraced, and put in practise.

Too manifest it is, that in this later lighter age of the world the upper, and thinner elements have gotten the predominance both in the bodies, and minds of men too generally above the lower, and more solid. For air, and fire contemning earth, and water would have al the world to themselves. The very truth is, the fume of *Bacchus*, and — *bacco* (howsoever their use bee sometimes necessary) do intoxicate too many mens brains, besot and stupify their senses, and metamorphize the rational man into an irrational beast: in like manner fame and opinion moved, and caried to and fro with the acry breaths, and fiery spirits of levity, and vanity overstay,

pervert, and corrupt the solid judgements of too many men, and make them so voluble that thorough their too much credulity they easily believe lies, mistaking error for truth, and truth for error, passing over, and dispatching the most weighty, and important actions of life, and the very *apices* of action never to be altered, and being let slip never to be re-voked, and recovered, by fancy, and contingency. Amongst which actions the education of children, especially of sons, and more especially of the sons of the Nobility, and Gentry is one of the chiefest, and weightiest, and may not unfitly be compared to a stratagem in war, which, if it fail, and succeed not, is never to be repaired, nor the loss thereby sustained to be recovered: even so is the case of those Noble, and generous young branches, in whom if the seeds of literature be not sown, and in some measure grown up to ripeness before they accomplish the age of fifteen, or six teen years, it will be afterwards too late to hold them to strict hours of discipline. For by that time they are for the most part taken off from Schole discipline by their Parents, or Guardians, or else they themselves begin to loath, and abhor the tediousness of time spent

in attaining, and the difficulty of attaining learning, and utterly forsake it. Were it not now a work of great weight, and importance to induce, and induce them *ab incunabulis*, even in their infancy to the love of learning thorough a facile, and delightful way of teaching? If I say that from thence admirable effects and fruits will follow, will any sensible man contradict mee? One great mischief, and inconvenience of overcharging the *Academies* with the delinquent sons of Artificers, and Plebeians not sufficiently prepared, and qualified for them would bee avoided, and taken away. For then would they hasten thither before these, and many of them would also possess collegial rooms, that there would bee scarcely room for these. And besides their high spirits, and great minds would bee a means to repel, and beat back al, who were not endued with rare endowments of nature, and art, as wit, memory, and learning suitable to their years. And consequently the Governors of Colledges, if they once saw such a way of teaching, that none could bee deficient, would bee more circumspect, and cautious in admitting such, who were not well, and sufficiently qualified, and prepared for them, and then

then ( which would bee the greatest fruit, and benefit ) none would bee sent out thence unexpert to teach your sonns the *Latine*. How much would the *Academies*, if they were replenished with the *Nobility* and *Gentry*, exceed in fame, and splendor ? how much more reverend, and venerable would the Temples, and Pulpits bee ? how much more magnificent, and renowned would *Kings* bee in their *Attendants*. *Counsellors*, *Generals*, and *Captains* ? how would the *Common-wealth* flourish with *equity*, and *justice* ? how glorious would the *Church* bee for *Piety*, and *Religion* ? Yea, their example would draw the middle sort of men to their imitation ; insomuch as by that means those men, upon whom are conferred al the inferior, and petty Offices of the *Common-wealth*, and by them subordinately administered, would bee better fitted, and more enabled to the wel administering, and performance therof, which oftentimes by their insufficiency, weaknes, and want of letters are evilly, superficially and slenderly executed. Moreover such mean persons beeing somewhat literate would gain some benefit of *Philosophy*, which peradventure in and about their own persons, and estates they may need to learn  
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them to digest extreme, remedies, and unresistable injuries. What can bee added? Can any reasons more perswasive bee urged to incite yce to make trial, and to put in practise, or to caus trial, and practise to bee made of the two Methods, both this, and that for the *Latine* also, which wil produce some part, yea the most necessary part of their chief ends, and effects both suddenly, and certainly.

To courteous and loving Fathers of children therefore do I apply whatsoever I have said already, or shal say hereafter. For I wel know that both the methods, as they have had many censurers, and opposers, so wil they stil have whilst I my self exercise them; some, because they have been anciently teachers, and ( it may bee ) have composed methods themselves; some, because they are, or mean to bee, for that they suppose no man could find out what they see not, or their master shewed not unto them; some, for that they rashly judge them to bee crochets of an idle brain, or for that the inventions came not into their notion; other some perchance refined *transmontaines*, who despise the frozen wits of us benumbed *Northerlings* wil deride with a question ful of scorn, saying, Can any good come

come from a *Protestant*? although not one of them, nor any man living can bee thereby disparaged. Such is the pride and envy of many *Philosophers* of this age, who look at their own privat ends rather than the publick good. To such what should I say? if they bee ignorant busy-bodies, who have neither skill, nor wil to make proof of the methods, I can say no more than *Salomon* hath said of them, that is, they wil bee meddling; if they bee knowing men, I say to them as I have heretofore said in my Preface to the *Latine*, that is, either make trial, or argue: or in respect of the first sudden issue of the effects of both. If any man had a sweeter, and more certain way to lay a firm foundation in either, then let my method bee exploded, and huffed at, and let mee worthily bee derided as one, who hath done something to little purpose, that bee might bee counted ridiculous.

Yet bee yee not deceived, it is not so much celerity in teaching acute wits, which is hereby aimed at, as facility, and alacrity in teaching st, obtuse, and dul ones. And herein I seek not mine own glory, but the glory of God, and the good of this present age, and al posterity. Neither blame yee mee for my confident,

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confident, and peremptory expression of myself in setting out this great conception, of which it may bee said, as of the mountains sometimes it was said, that they brought forth, and out comes Mons; the main substance of the whole work on this part being comprized within three, or four pages, and being easily taught within as few weeks, and being as easily conceived of an ingenious man, how it may bee taught within as few hours. The Worlds unwardness, perverseness, obstinacy and averness in acceptance thereof enforceth mee impetuously to obtrude upon it, first an art of teaching the *Latine*, and now secondly this blessing on Fathers of Children for fruit, and benefit in exceeding appearance, and expectation.

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*Causes for Parents.*

AS I have showed the occasions, which put mee upon the Excogitation of these methods of teaching, the name of the excogitation, and the true reason of my so long concealment thereof, and reasons, and motives

rives to perswade to the trial, and practise therof; as

First, the order, and conciseness of the several methods.

Secondly, the sudden issue and appearance of the first fruits, and effects therof, which indeed are, and I think no literate man will bee so pervers, and absurd as to deny them to bee even like the foundations of edifices of stone; for without the foundation first laid an edifice cannot bee reared up, and unles it bee wel laid, it cannot stand, and endure.

Thirdly the facility, and delightfulness therof.

Fourthly, the excellent consequences attending, and following the practise therof.

Lastly, the occurrences, and probabilities of the springing up, growth, virtue, and validity of the same consequences, and several effects; give mee leave, I beseech yee, to give yee a few caveats touching your sonns, and touching their teachers, which are not utterly to bee disdained, and rejected. For they are of great consequence, and wil appear so, when men shal find how great the error in the manner of teaching hath hitherto for the most part been.

First

First, if God have bestowed on yee a son of a dul spirit, and slow speech, quicken and sharpen both with al advantages to bee thought upon ; as by shewing your selves indulgent towards him, or at least not more indulgent towards others of your children than towards him, least thereby yee do more abate his edge, and deject his spirit. I do the rather advertise yee herof in the first place, becaus I my self have observed it to bee an error too common among Parents not only to neglect, but even in a manner to hate their sonns becaus of the dulnes of their nature, and thereby to have done much hurt in dejecting them more.

Secondly, if God have bestowed on your son al endowments of nature, sharp wit, quick speech, and strong memory, think not that it came *ex traduce* ; for the maker ( yee know ) could have given the contrary. Take heed that yee applaud him not too much, and so puff him up with pride : for that vice oftentimes turneth divers men otherwise wel qualified, into fools. And therupon followeth another mischief, which Teachers, and Tutors observe better than yee can, and that is, when they are enamored

enamored on their own wits, they become oftentimes slothful, and idle, neglecting study, and industry, without which it is impossible that the strongest wit should acquire the height of perfection, or ordinary ability.

Thirdly begin to deal with your sons by this familiar way, and method of teaching as soon as they have gotten full, and perfect use of their tongues. For then will their speeches, and pronunciations, if they bee sluggish, or imperfect, bee more easily rectified, mended, and quickened than when they are habituated with long customs. Even as a small twig is more easily bent, and twined than a great bough; so are their fancies, and affections more penetrable, and flexible, whilst their capacities are tender, and weak, than when they are grown stronger, and quicker. But beware of dealing roughly with them, least yee do more hurt than good.

Fourthly, by no means suffer your sons to bee put upon the *Laine* before they can read *English* wel, and exactly. For unreadiness in reading will both toil, and vex the teacher, and will also hinder the child in his progress.

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and wil much discourage him.

Fifthly, wheras yee al desire that your children should bee rather drawen with lenity, and mildnes to the love of learning than compelled with austerity, and stripes, and forasmuch as it is the more delightful way both for teacher, and learner, it behoveth yee very diligently, and carefully to concur, and joyn with their teachers in begetting such love, and delight in your children, and to caus them to stick close to their busines, and to prevent, and avoid that gadding, wandring, and accustomed discontinuance, which is too frequent with many parents, wherby they do not only take off, and abate their childrens edge, and love to the book, and letters, but also are the caus of their loss of time, and hinderance, and the Teachers toil, in respect they are thereby ( as it were ) unyoked, or at least cast behind their yoke-fellows. Moreover it behoveth yee to bee very strict, and circumspect in ordering them to repair to their schole at du hours. that their Schole-master bee not urged to exercise severity on them : for lenity prevaileth more with al sorts of dispositions than austerity ; and therefore it behoveth that childrens love bee more than their fear.

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which wil not bee, if their teacher bee terrible to them.

Sixthly, discourage not your childrens teachers by disrespect, but have good regard of him, and reward him wel, lest hee bee flitting for better preferment, and so your children become like trees often removed, which then seldome take root, and grow. The opinion of the place may deceive you, and frustrate the expectation of your sonns proficiency, inso-much as it consisteth in the activity, and diligence of the teacher, and not wholly on your childrens wit, and the book, whether they profit, or not.

Seventhly, rather bestow yee double, or triple salary on your childrens teacher, and make him a competent, and sufficient proportion for his maintenance, than suffer him to clog, and overload himself with multitudes, which afford him slender reward. The vulgar, ordinary, and accustomed wages is only xx s yearly, which is not for each day a penny, and every womans, who teacheth the letters only is the ful rate of above one half penny a day, and that is weekly, and willingly paid, and the



the other grudgingly from many. Is not a Schole-master worthy of half as much wages as a thresher, or a ditcher, or an ordinary day-laborer? Doubtles the more yee bestow, the more yee bind the teacher to bee diligent, and to continu his profession; which profession, by reason it hath been alwaies hitherto painful, and yet slenderly rewarded, and les regarded, few of the acutest, and most able men wil undertake, or if they do undertake, wil long continu (unles such, who reap great profits and revenues thereby in great Scholes of famous note) if they can attain any Ecclesiastical preferment, or other better, and quieter cours of living.

Eighthly, yee Parents, who are of low, and mean estate, be not so eagre, and rash in breeding your sonns scholars: for yee know not what yee go about. I know that some of yee wil say for your selves as some of yee have said to mee upon such like dissuasion, that in so doing yee refer the issu to the blessing, and providence of God. I may reply, that yee know, or might, or should know that Gods providence concurrerth with mans providence; actions preceed issues; miracles are ceased; it is

an hard, and difficult work to make a pipe of a pigstail; al the learning in the earth cannot infuse quick conceit, and discreet judgement into that person, in whom natural wit is deficient. If your son bee a dunce, yee cast durt upon the *Scholes*, and *Academies*, and perchance afterwards (which is the greatest wrong) upon the *Church*. If hee bee ingenuous, of a stout spirit, and vigorous body, and yee not able to bear him through an Academicks necessary time, and expence (which, if yee forecast, wil happily exceed your revenues) nor yee bee furnished with friends to procure his advancement answerable to his spirit, oftentimes yee breed for *God* a prodigal son, and an unjust steward, who cannot work, and is ashamed to beg, but not ashamed of a loos, dissolute, and prophane cours of life, wherein hee excelleth more, by how much hee is ingenuous, and learned. I suppose that some of yee not considering that want of maintenance necessary for a great wit oftentimes procureth carelesnes, and discontentment, nor the many inconveniences, and mischiefs, that attend a youth in the Univerfity pinched with poverty, wil deride this argument. But this question (whether doth a wise man undertake, and begin

begin to build a great structure not counting the total, and future charge ? ) wil stay your laughter.

Ninthly, whether yee bee great, or mean persons, high or low, rich or poor, hasten yee not your sonns to the Academies before they accomplish good years of discretion, or at least not before they are sufficiently prepared, and qualified for them, that is, expert in the *Latine* ; and somewhat in the *Greek*. For *Tutors* there cannot spare time for instruction in the *Latine* ; al their vacant time must necessarily bee employed in the instruction of *Logick*, and *Philosophy*. It is to bee feared that, if your sonns bee transferred thither before they have attained the *Latine*, they never attaine it, and consequently very litle learning. Consider likewise the dangers, which attend the lapwing, and the partrich forward birds, which, immediatly after they are hatched, are said to run away with the shel, out of which they came, on their heads ; every bird of prey is ready to seiz on them, they are obvious, and obnoxious to every ey,

and hand of man, and the mouth of every dog, and foot of other beast. Yee your selves might make application. Cities and populous Towns, especially those, where the Courts of Kings and Princes reside, and where the courts of Law, and Justice, and their common Halls, and Pleading places are kept open for the Subject, and where the chief Trade, and forrain Merchandize of a whole Kingdome, or the greater part therof resteth, and is occupied, do so infinitely abound, and are pestered with loos, idle, and vicious persons of al ages, and sexes, the seeds-men, and seeds-women of luxury, and riot, the very excrements of Nations, who employ, and apply al their wits, and studies as engins to ensnare, and captivate yong Gentlemen, and others, so to make them a prey to relieve their beggery and basenes, or it may bee, fuel for their lust, or both, that it is an hard matter for a yong youth, unles hee bee of mature, and ripe judgement, and wel instructed, and seasoned in virtu, and piety, and able to discern their pernicious frauds, and enticements, or very carefully guarded, and guided

ed by tutorship, to avoid, and shun their  
subtle allurements, and mischeivous machi-  
nations. For the sharpest, and quickest  
wits, and spirits are soonest misled, and cor-  
rupted by idlenes, libertie, and il company.

I know wel that what cautions I give  
upon observation only, many

Fathers of sonns could  
give with feeling  
sorrow.

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## An Epilogue.



He hard measure, and final fruit,  
 which my labors have reaped,  
 and met with by my continu-  
 ance in one place seven years  
 together with constancy, and  
 patience for the only caus of confirming,  
 and divulging the several experiments a-  
 gainst al discouragements, as not only slender  
 reward of many, no reward of some,  
 but also il reward of others, who in stead of  
 mony, paied mee with il language, obloquy,  
 and detraction, with the expence also of  
 mine own monies to the valu of one hundred  
 pounds, ( for during al that time I never got  
 subsistence thereby ) and my private obser-  
 vations of other mens cases as wel as mine  
 own, gave occasion of these advertisements.  
 For had not mine ardency to the future pub-  
 lick good, which I am confident the several  
 methods wil produce, encouraged mee, I  
 could

could not so long, have endured the servile yoke, which the variable humors, and constant basenes of some parents laied upon mee, howsoever I was pleased with my practise on their children. Little reason had any man, who could apply himself to, and were capable of any other more beneficial cours of life to make the trade of teaching his *ultimum refugium*, especially if his subsistence depend on the fancies, and opinions of men. For to al mens knowledge the old method hath hitherto been, and stil is ful of labor, and pains, and for the most part fruitles, and thankles on both sides. The teacher oft-times reapeth little fruit, therefore giveth little thanks; and after much pains of the teachers the scholer sometimes reapeth as little fruit, and profit, and for many stripes wil give no thanks. And few parents esteem, and value the teachers art, and labor, but attribute al to their childrens wit, time, and the book, so that a Schole-master, unles in some famous anciently established Scholes, is for the most part contemptible, and hath a very dim luster of reputation. The very Cobler, Collyer, yea many a yong scholer, as soon as hee hath learned to know what *asserit* a meaneth, forgetting

forgetting almost that hee had a master contemn a *Pedagogue* as the veryest *homuncio* of al men.

Moreover the inconstancy and levity of some Fathers, with whom I met, urgeth mee to pres home these advertisements, becaus many pas over this weighty work, and indeed the weightiest work in this life, the education of their children so carelessly, and superficially, as if it were no part of their duty, and office, committing, or rather leaving it to the counsel, and direction of fame, opinion, and fancy, as if man had been made of the rib of a woman, and to be her helper. Of which I had good caus to take notice. For upon the first nois of the sudden effects of my poor art, and industry they flocked about mee as fast as the sonns of *Ephraim*, and such kind of good fellows are wont to hasten to a new alehous, or strange flesh : but when their sonns had caried away the fruits of my art, and labor, and my work was really performed, many of them had not a penny for mee ; but withdrew their children from mee to deceive mee of my du reward, which was by contract 40 s. to teach them to read. If in respect of the mutability of men in this matter



matter of rousing their sons from teacher to teacher, from one Schole to another, I should resemble them to an heard of Sheep, or other cattel, of which if one break over the hedge into strange pastures though worse than their own, the whole heard followeth, I should not much transgres. Doth not such variablenes manifest weaknes, and love of novelty, not reality? But it is in vain to advise them, no counsel wil prevail with some, were they brayed in a mortar. Yet let such weak, foolish, and indulgent parents, who upon the least castigation immediatly withdraw their sons from one Schole, and transfer them to another; and such, who are wont, when they should teach their sons lowlines, and humility, in stead thereof to teach them emulation, precedency, scornfulness, and insolency, know that it were good for them to consult with *Paul*, and with the *Preacher* in his *Proverbs*, and with *Iesus* the son of *Sirach* touching the nurture, education, and instruction of their children, or, if they do not consult with them, or the like counsellors, that they are in danger to breed a servant for the devil, and to provide a cast suite of cloths for the hang-man, or to cause  
their

their son in his riper years to bee fit for none other busines, and employment than to sing plain song like a bird in an iron cage.

Whether or no these my weak advertisements bee generally embraced, if they shal bee beneficial to any, I shal greatly rejoyce. For the methods I must, and wil give that author, who enabled mee to do, and to bee willing to do, thanks and prais incessantly, and immortally, that hee created mee to bee the instrument of any good. Glory bee to that great *God* on high, his peace bee with us on earth,  
and our wils wel affected towards al  
men.

*This is Emred and Printed according to Order.*

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*FINIS.*

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T O

The reverend Assembly  
of Divines convened for the  
Assistance of the high Court of  
Parliament in establishing doctrine,  
and discipline in Religion.

The humble Petition of *Christo-  
fer Symes* Inventor of the me-  
thod of teaching in this Pam-  
phlet comprehended.



*Most Reverend, Your pious and  
ardent zeal for truth and  
peace is conspicuous to all men,  
who love truth and peace.  
Your painful and indefatigable  
labors as well in your daily  
meetings and consultations, as also in the fre-  
quent*

quent exercise of each of your publick Ministries make the same evident to the world. Your solemn Vowes, your Prayers, your Sermons are seales of your unanimous, and of each of your individual zeales for Reformation. T'ee have no opposers, no maligners, but the factors of Antichrist, and his idolatrous, and superstitious brood, and their adherents either men hood-winked, stupified, and even poisoned with the venomous insinuations of the pragmatistical Iesuites, who are crept far into the Ecclesiastical, and civil state, or els malicious, ignorant, irreligious, profane men, contempters of God, and godlines: the salvation of whose souls notwithstanding (I know) your charity wisheth, and would endeavor to work, if they would hearken to your doctrines and instructions.

Now for asmuch as want of letters is a great cause of much ignorance, ignorance of irreligion, irreligion of profane dissolutenes of life, contempt of God, and godlines, beeing al of them the very mothers of devotion in idolatry, and superstition, becaus men altogether illiterate are very indocile, and hard to bee catechized in the fundamentals of Religion: by  
means

means wherof civil dissention is grown to  
such a gangreen in our nation, that it doth  
far more infest the tranquillity of the Realm  
than al the Papists within the same alone  
could have done. For had not a pretended  
Protestant party sided with them, our civil  
warrs had not continued thus long. For, and  
in future remedy of which mischiefs and mi-  
series I am confident that not one man a-  
mongst yee wil bee deficient, when opportunity  
is offered, and a way is found to give every  
Soul within his charge the knowledge of  
letters.

My humble suite, and request therefore  
is, and that grounded upon conscience of du-  
ty that yee wil bee al severally pleased to  
communicate to your several Congregations  
that there is such a method extant in this  
Pamphlet conteined, whereby none yong or  
old, although fifty years of age, or more, if  
endued with common sens, ey-sight, speach,  
and hearing may fear failing to attain the  
faculty of reading English, if hee, shee, or  
they have either literate father, or master,  
or friend, or fellow, who wil bestow one  
houre

hours vacant time on each day for half a  
year to instruct him, her, or them, according to  
the rules in this tract contained. Having  
done my duty, and discharged my conscience I  
humbly take my leave submitting to your  
grave judgements, and approbation.

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